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ABSTRACT

This workbook was designed for use as the primary resource tool during a 1-day participatory stress management seminar in which participants identify stressful situations, conduct analyses, and develop approaches to manage the stressful situations more effectively. Small group warm-up activities designed to introduce participants, encourage participation, and list expectations are described, and a set of basic vocabulary words dealing with stress is provided. A mini-lecture on identifying and assessing the impact of stressors includes assessment activity forms and lecture materials on stress, and syntoxic and catatoxic responses. A list of self-observable signs of stress is given. Forms are provided for the application of lecture material to participants' stressful situations. A second mini-lecture deals with a mental approach to coping with guilt, fear, worry, and anger. Additional resource tools in the form of behavior rating check lists which may be used in seminars are provided in the areas of coping behaviors, Type A and Type B behavior patterns, and perception checking. Simple mental and physical activities which participants can use to manage stress are described and a participant behavioral contract form is provided. A three page bibliography is included. (NRB)

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STRESS MANAGEMENT:

A RATIONAL APPROACH

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S T R E S S M A N A G E M E N T:

A RATIONAL APPROACH

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CG 018171

FOREWORD

"You Can Achieve Anything Which the Mind Conceives and You Believe"

The basic assumptions through which I am operating in this seminar follow:

- The universe provides more than enough of everything for each of us to live balanced lives
- There is nothing new under the sun
- Everything we develop results from something which is already present in nature
- "Bisociation" allows us to bring two or more things together to create something different from the elements which were brought together
- Wellness can be facilitated and maintained through mental approaches
- "We learn what we do" (Dewey)
- The answers to how to best manage stress lie within each stressful individual
- Given a creative environment and adequate facilitation, each individual can develop effective coping strategy
- This workbook is designed to assist individuals in training themselves to do for themselves

Hence, the elements of the content which I am using in this seminar represent a combination of creative products developed by numerous authors. I am deeply indebted to each of them. I take no credit for their creativity. I have simply engaged in "bisociation!"

ACKNOWLEDGEMENTS

This workbook could not have been completed without the invaluable typing and editing assistance of Margaret Lyons, Linda Marohn and Liz Smith. I am immensely grateful for their support!

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INTRODUCTION

This workbook was developed to be utilized as the primary resource tool during a one day participatory stress management seminar.

Each participant is expected to 1) identify a stressful situation, 2) conduct an analysis, and 3) develop approaches to manage the situation more effectively.

The seminar format will include individual, small and large group activities; mini-lectures and summary application activities. Participants are expected to generalize the lecture content to their specific situations on a continuous basis.

The Goals and Objectives of the Seminar follow:

GOALS:

- to promote a holistic approach to life
- to promote balance and wellness

OBJECTIVES:

- to define relevant vocabulary, i.e., stress, stressor, etc.
- to identify stressors
- to define the impact of prolonged stress
- to identify contributory factors
- to identify negative and positive approaches to stress management

Warm-Up Activity

This warm-up activity is designed to facilitate the following:

- Participation by each participant
- Appropriate introductions
- A list of expectations
- Understanding of basic vocabulary

Instructions

I would like you to break into smaller groups (5 or 6 people) for approximately 20 minutes. Begin by introducing yourselves briefly. Then, list your expectations for today on the butcher paper. Finally, define these five words: stress, stressor, eustress, dystress and psychosomatic. Write the definitions on the butcher paper.

After this is completed, we will convene as a large group and share who we are and what you generated. I will synthesize your reports and obtain agreement on definitions and expectations for today.

Note: The presenter should rotate between groups to clarify tasks, answer questions, etc.

Seminar Materials: Large pads, easel, marking pens and masking tape, name tags, over-head projector and screen.

Time: Approximately 40 minutes.

Basic Vocabulary

The definitions for the basic vocabulary are provided to reinforce what was learned in the warm-up activity.

Stress:

Non-specific chain reaction of psychological and physiological activity designed to bring the organism back into a state of balance.

Stressor:

Any situation, thing or event which demands a response and to which the organism is unable to respond.

Eustress:

Positive situation which demands a response.

Dystress:

Negative situation which demands a response.

Psychosomatic:

Pain inflicted upon the body by the mind.

MINI-LECTURE I

IDENTIFYING AND ASSESSING THE IMPACT OF STRESSORS

The warm-up activity provided opportunity for small and large group interaction primarily to establish a favorable climate.

Now, each of you seem ready to become more personally involved. Spend a few minutes visualizing a stressful situation which you will explore during the day. Get in touch with the specifics. Experience how you feel. Stay with the feelings until they seem real. Notice the physical impact you experienced. Now focus on your thoughts, attitudes and images. Examine the actions you have taken to cope with the situation. Assess the effectiveness.

With the above images fresh in your mind, complete the following assessment activity.

Describe a stressful situation which you are presently encountering:

_____

_____

_____

_____

Describe how you are being impacted emotionally, i.e., depressed, anger, etc.

_____

_____

_____

Describe the physical impact, i.e., fatigued, restlessness, etc.

_____

_____

_____

Assessment Activity (cont.)

Describe your mental approach, i.e., thoughts, images, attitude

_____

_____

_____

Describe the overt actions which you have taken to cope with the situation:

_____

_____

_____

Indicate your general level of effectiveness as it relates to how well you perceive yourself coping with the situation. Circle the appropriate number on the continuum:

Ineffective						Effective
1	2	3	4	5	6	7
Low Disappointed			Moderate Somewhat Satisfied			High Pleased

If your effectiveness rating is in the range of one to four, it is suggested that you work with this situation during the remainder of the seminar. You will be requested to refer to the information which you outlined in subsequent sections.

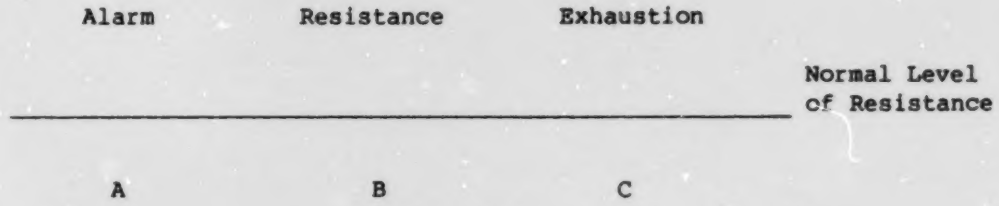
Selye (1974): What Is Stress?

> "Stress is the custodian's perception that the demands have become so excessive that the halls appear to be getting longer and brooms appear to be getting shorter."
>
> (from a school custodian)

Selye indicates that stress is the nonspecific response of the body to any demand made upon it. The specific response of eating too much sugar causes the blood sugar level to raise above normal. We excrete some of the sugar and burn up the rest. If the blood sugar level drops too low, at an excessive rate, our mood states may become mercurial. Selye also suggests that it is immaterial whether the agent or situation which elicits the stress response is pleasant or unpleasant. The intensity of the demand dictates that the organism readjust or adapt to the demand characteristics of the situation. Hence the stress response is nature's nonspecific psychological and physiological chain reaction of internal events which occur when the demand characteristics of a situation exceeds the organism's routine capacity to maintain balance.

Selye has conceptualized the General Adaptation Syndrome (G.A.S.) to portray how finite adaptive energy is expended during the stress response. He cautions us to use this energy prudently because it is an exhaustible supply.

The Three Phases of the G.A.S. - Selye (1974)



A. During this period a nonspecific alarm reaction is emitted, i.e., rapid breathing, sweaty hands, tense muscles, pounding heart, crying, etc. may occur. The shock of initial exposure is apparent. At the same time resistance is decreased, death may result.

B. Continued exposure to the situation elicits a reaction of resistance. The nonspecific reaction has disappeared and a more compatible specific response is apparent, i.e., I simply refuse to enforce this rule, etc.

C. After continued exposure to the situation, the exhaustion reaction eventually appears due to a depletion of adaptive energy. The alarm reaction reappears. The individual is weakened and becomes susceptible to diseases.

The stress reaction is controlled through a complex interaction between the hypothalamus-pituitary-adreno-cortical axis (Selye). When the alarm reaction reaches the hypothalamus, it secretes a chemical which stimulates the pituitary gland to discharge ACTH (adrenocorticotrophic hormone) into the blood. This activates a chain of events ranging from increased heart rate, secretion of other hormones to production of sugar; the body's source of food, etc

The body is prepared to engage in flight or fight. If the alarm situation passes or the appropriate adjustment is made, the body returns to its balanced posture. If the situation persists, adjustment is made, the body returns to its balanced action and the heightened state continues. Naturally, the more frequently the body experiences the stress reaction, the likelihood of wear and tear of major organs increases; i.e., liver, heart, kidney, pancreas, stomach, etc. Hence, the individual must attempt to control her/his reactions, attitudes, and overt behaviors toward stressors.

> "The syntoxic stimuli act as tissue tranquilizers, creating a state of passive tolerance which permits a kind of symbiosis, or peaceful coexistence with aggressors. The catatoxic agents cause chemical changes mainly through the production of destructive enzymes, which actively attack the disease producer (pathogen), usually by accelerating its degradation in the body"
>
> Selye (1970)

Syntoxic and Catatoxic Responses

Selye's words regarding syntoxic and catatoxic responses reinforce my notion that how the individual reacts to stressors and what is subsequently said about these stressors through self-talk is far more important than the stressor. Teachers or principals may respond to the legal mandate of citizen participation on school site councils with alarm and subsequently resist the legislative intent. This type of behavior would most likely elicit the catatoxic response which alerts the body to prepare for war through the release of destructive chemicals.

Because citizens are not pathogens invading the individual's system, this would be characterized as an overreaction. These destructive chemicals without an object of attack eventually facilitate the deterioration of organs, thereby, making the individual more susceptible to diseases. A reinterpretation of the situation would have elicited a syntoxic response which signals the internal environment to relax and coexist peacefully with the external stressor. Thus, a major goal of stress management is to train the individual to acquire greater self-control over his internal environment to prevent the stress-axis from responding inappropriately.

The Signs of Danger

Listed below are self-observable signs of stress which the participant can relate to her/his situation. When these signs appear, it's time to stop or change your activity. Find a diversion that will relax you or change your mood. (Selye, 1978)

_____ 1. General irritability, hyperexcitation or depression
_____ 2. Pounding of the heart
_____ 3. Dryness of the throat or mouth
_____ 4. Impulsive behavior, emotional instability
_____ 5. The overpowering urge to cry or run and hide
_____ 6. Inability to concentrate, flight of thoughts and general disorientation
_____ 7. Feeling of unreality, weakness, or dizziness
_____ 8. Predilection to become fatigued, and loss of the "joie de vivre"
_____ 9. Floating anxiety
_____ 10. Emotional tension and alertness
_____ 11. Trembling, nervous ticks
_____ 12. Tendency to be easily startled by small sounds, etc.
_____ 13. High-pitched, nervous laughter
_____ 14. Stuttering and other speech difficulties which are frequently stress-induced
_____ 15. Bruxism, or grinding of the teeth
_____ 16. Insomnia, which is usually a consequence of being "keyed up"
_____ 17. Hypermotility - movement for no apparent reason
_____ 18. Sweating
_____ 19. The frequent need to urinate
_____ 20. Diarrhea, indigestion, queasiness in the stomach, and sometimes even vomiting
_____ 21. Migraine headaches
_____ 22. Premenstrual tension or missed menstrual cycles
_____ 23. Pain in the neck or lower back
_____ 24. Loss of or excessive appetite
_____ 25. Increased smoking
_____ 26. Increased use of legally prescribed drugs
_____ 27. Alcohol and drug addiction
_____ 28. Nightmares
_____ 29. Neurotic behavior
_____ 30. Psychosis
_____ 31. Accident proneness

APPLICATION

Reflect upon the situation you worked with previously and indicate how Mini-Lecture I is related and point out several examples.

_____

_____

_____

_____

_____

Place a check in the blank besides each danger sign that was apparent during any phase of your situation. Remember, we will refer to this information again.

Types of Stress

Schafer (1978) has identified seven types of stress: physical, intellectual, emotional, behavioral, anticipatory, current, and residual. Examples of each type of stress is listed below. The participants should identify examples of the various types of stress as they occur in their situations.

Behavioral - irritability during a deadline period

Physical - tight muscles during a meeting with a concerned parent

Intellectual - forgetfulness during an important examination

Emotional - hurt and disappointment during a family argument

Anticipatory - fear of an upcoming evaluation

Current - pounding heart while observing two students fighting

Residual - tension headache after a disagreement with supervisor

Different Forms of Stressors

Situations, agents, or events whose demand characteristics are of sufficient strength to elicit the stress reaction are called stressors. A positive stressor which evokes the stress reaction is called eustress. The negative stressor which elicits the stress reaction is called distress. The important point to remember is that pleasant and unpleasant stressors elicit the same physiological reaction; e.g., being fired from the job or promoted to a more desirable position, etc.

The different forms of stressors follow. The participant should cite an example of each form which has been experienced in their situation.

Pleasant - (shopping to spend raise during Christmas holidays)

Unpleasant - (receiving a lay-off notice)

Easy - (dating multiple desirable partners)

Difficult - (recommending dismissal of an employee)

Changeable - (receiving major challenging assignments frequently)

Unchangeable - (constant noise from open office space)

Overstimulation - (high light shining in your eyes)

Understimulation - (working on routinized tasks)

Known - (appearing before judge for sentencing)

Unknown - (fear of living alone for the first time)

Structural - (something which is part of the organizational make-up of your job)

Self-imposed - (i.e., dissatisfaction with performance due to perfectionistic standards)

SUMMARY

At this point, I would like to make known what we have accomplished:

- Achieved agreement on basic vocabulary
- Demonstrated how one's interpretation of a situation activates the stress-axis
- Explored the dangersigns which are associated with prolonged catatoxic responses
- Examined the types of stress and stressors
- Related the information above to individual assessment activities

MINI LECTURE II

COPING: A MENTAL APPROACH

Antonovsky (1979) has suggested that the demand characteristics of technological societies require that citizens develop generalized resistance resources which will not break down. He determined that an excellent resistance resource was a way of looking at the world. This world view which he called "a sense of coherence" can facilitate health and wellness.

> A sense of coherence is a global orientation that expresses the extent to which one has a pervasive, enduring, dynamic feeling of confidence that one's internal and external environments are predictable and that there is a high probability that things will work out as well as can reasonably be expected.

Wolff (1968) indicated that a bad idea can cause real, physical harm.

> All organic diseases are influenced by psychological factors. Resistance to infection is influenced by the psychic state. A person actually invites bacterial invasion by being emotionally unstable.

Relasing the Brakes of Guilt, Fear, Worry and Anger

The powerful psychological states of guilt, fear, worry and anger inhibit the natural flow of creative energy, block growth, contribute to disharmony and psychosomatic illnesses.

Each of these states is learned from repeated practice. Once these states are habituated, individuals engage in them frequently without any conscious awareness. It is analogous to being programmed like a computer. Whenever the appropriate association, e.g. word, image, thought, etc. is perceived, the computer-like response is emitted.

This automatic response mode contributes to the problem because the individual believes that he/she is helpless and may begin a cycle of fear or worry about this helplessness.

> The point to remember is that the individual has almost complete control over his/her emotions, thoughts and images.

We choose not to control these individual behaviors by allowing our thoughts, images and subsequent emotions to be controlled by our unconscious automatic pilot. Just as we release control over this area, we can demand that the control be returned to our conscious pilot.

This will become clearer by reflecting upon what occurred when you visualized a stressful situation in the assessment activity. Even though you were imagining that the event was occurring, the response pattern was as though you were experiencing the actual situation. This clearly demonstrates that the past and future can be experienced in the present through visualization.

A more important point to remember is that guilt, fear, anger, and worry result from remembering past experiences or projecting experiences into the future and creating the emotion state in the "here and now." This implies that an individual has a choice. One can bring these seemingly uncontrolled/automatic psychological states under conscious control by not allowing them to occur at random. The worksheet which follows is designed to facilitate your acquiring greater control over your internal environment.

I will concede that there are probably things that will cause you to generate fear, become angry, evoke guilt, and consequently worry. I want you to experience these states systematically by determining the following:

- List what you want to worry about, be afraid of, show anger about, manifest guilt
- Select a place where you will permit these states to become evident
- Determine the day or days of the week
- Determine the time of day
- Determine the amount of time
- Determine length of time, e.g. one month, etc.

Place this information on the Psychological States Worksheet. Adhere to your schedule. Whenever the state appears at a time that is unscheduled, remind yourself that this isn't the time, place, etc. Stick with this plan for at least twenty-one days and observe yourself becoming more powerful by regaining control over your internal environment. List remarks on your worksheet as appropriate.

PSYCHOLOGICAL STATES WORKSHEET

SITUATION/ STATE	DAYS	TIME	AMOUNT	LENGTH/ DURATION	PLACE	REMARKS
Worry (e.g., losing job)	M.W.F	11.30 a.m.	5 min.	1 month	Parking Lot at work	
Fear						
Guilt						
Anger						

Selye's work coupled with numerous writers which will not be cited here provide reliable data to substantiate the importance of a mental approach for coping with stress.

It is predictable that stress management approaches which lack a strong emphasis on mental or creative visual approaches will fail. Subjective meaning which individuals attribute to situations must be altered. Hence, individuals will become what they internalize and/or think about most of the time.

The Laws: Hermetic Philosophy (Kybalion)

There are many approaches to stress management. The one I am subscribing to is the Hermetic philosophy. Hermes, an ancient Egyptian developed the Hermetic Philosophy upon which all physical laws are based. The appropriate application of these laws will facilitate a sense of coherence.

Mentalism - Everything is mental. Therefore, there is no limit to abundance. All that we see, hear, touch, taste, our thoughts, emotions are manifestations of energy.

Relativity - All things, situations are relative, e.g., good/bad, sickness/wellness.

Rhythm - Everything acts out of rhythm to create a cosmic dance, movement to and fro, in and out, the seasons, the tides, negative and positive expressions of thought, etc.

Vibration - Everything moves and goes in circles, vibrates, nothing rests.

Polarity - The universe operates through the principle of opposition, i.e , north/south, good/bad, etc. Once an opposite reaches its extreme it converts to its opposite. Opposites differ only in degree.

Gender - Two forces are inherent in any dynamic (yin/yang). One initiates (yang) while the other completes (yin). This law holds that the feminine (yin) and masculine principle exist in every dynamic situation.

Cause and Effect - The universe is teleological. There are causes and effects for all things (a divine intelligence).

Each of these laws can assist us in viewing situations which we may view as stressful:

Mentalism - Think abundantly rather than concentrate on limits. Say things like, "There is more than enough of everything in the universe to make me happy." If all things are from a common source of energy I will

transmute my thoughts on the positive, but yet recognize that the negative exists.

Relativity - Everything that happens to you is relative to something else. Regardless of how difficult your challenge may be, someone else has a challenge more difficult. Is your situation worse than the blind man with neither legs or arms?

Rhythm - detect the rhythm or patterns in your life. Can you see this dance unfolding? Are you in harmony with the flow of life?

Vibration - There is definite movement! Look at cyclic patterns. Are you holding on to something which has past? Can you transmute your thoughts?

Polarity - As you view the vibrations, watch the pattern shift from one extreme to the other, e.g., good to bad; bad to good.

Gender - The principles shift too. Are you demonstrating the yin principle where the yang would be more appropriate? The balance between softness and hardness leads to harmony.

Cause and Effect - You may not know the cause, however, a reason exists.

APPLICATION

At this point participants are paired and asked to interpret their assessment activities through the laws of the universe. For example, if all situations are relative, how does your situation compare with the blind man? Are there other situations less extreme but constitute a greater challenge than yours?

SUMMARY

The application of the mental laws of the universe allows the individual to release her/his mental brakes and tap the abundance in the universe. There is a direct relationship between this approach and the meaning we attribute to situations. All situations are relative to our point of view. If we alter the meaning of our point of view we will gain greater influence over the situation. In other words, we can choose to release a syntoxic (peace) or catatoxic (war) response.

RESOURCE TOOLS

The resource tools in this area are included for the discretionary use of the presenter. There is no practical value in attempting to compute the total scores on any of these tools. The presenter should instruct participants to be more intuitive in their approach. For example, after using a tool, one should ask: 1) What does this mean? 2) Is there a pattern? 3) What does it indicate? 4) Are there specific areas which require attention, change, etc.?

Naturally, these results should be related to the particular situation which the participant is addressing. In addition, after the seminar is completed, the participant is encouraged to share her/his results with those whom she/he trusts: friends, spouse, colleagues, etc. This process could enable the participants to validate or invalidate her/his perception with someone else. The person with whom the participant is sharing could also become part of a support network to assist the participant in habituating the changes in her/his life style.

An essential first step in stress management is an appraisal of the stressors which impact the individual. After such an appraisal is completed, the individual can apply appropriate techniques to neutralize the impact.

NOTE: There are other tools which have not been included. The presenter will determine whether to use them during the seminar.

Coping Behaviors

The coping behavior list should 1) help the reader focus on her/his behavioral style during stressful periods, 2) assist in determining which behavior is helpful, 3) "prime the pump" for other coping behaviors, and 4) facilitate a general move towards positive behavior pattern.

NOTE: The presenter should move from pair to pair providing assistance as needed. Summarize this experience with an emphasis on what we see is in the eyes of the beholder. We can release the brakes of guilt, fear, worry and anger.

Listed below is a checklist of positive coping behaviors commonly associated with stress. Place a check by the ones which could be of asistance to you. These may serve as suggestions when you begin to develop an action plan.

- Try analyzing the stressor(s) ____

- Seek assistance from:
  - Spouse (loved one) ____
  - Lover ____
  - Supervisor ____
  - Friend(s) ____
  - Parent(s) ____
  - Colleague(s) ____
  - Extended family members ____

- Listen to music ____

- Planned withdrawal to re-focus ____

- Bear with discomfort until it goes away ____

- Take long walks ____

- Sing ____

- Watch T.V. ____

- Go to the movies ____

- Pray ____

- Engage in vigorous exercise:
  - Swimming ____
  - Jogging ____
  - Biking ____
  - Hiking ____
  - Jumping rope ____

- Focus tension into humor ____
- Keep a journal (write thoughts down) ____
- Meditate ____
- Seek sexual comfort from:
  Spouse (loved one) ____
- Increase church going ____
- Think about unrelated pleasant things ____
- Become so engrossed in activities that you forget about stressor(s) ____
- Practice muscle relaxation ____
- Cry ____
- Become passive ____
- Visualize yourself being successful ____
- Re-establish priorities ____
- Become assertive (say no or yes appropriately) ____
- Organize a group to confront stressors ____
- Alter relationships, e.g.,:
  Improve relationship with extended family ____
  Divorce ____
  Decorate home, office, etc. ____
  Pursue optimum diet ____
  Relocate (area) ____
  Co-habitate ____
  Get married ____
  Seek new friends ____
  Change jobs ____
  Separate ____
- Make personal contract with yourself to change some aspect of your behavior ____
- Manage time more wisely ____
- Pursue personal development, e.g., spend time determining what you need and figuring how you can get it ____
- Eliminate false starts (pursuing things you do not really need) ____

- Hire a helper _____

- Barter-exchange services for services _____

- Weight change _____ lose _____ gain _____

- Plan more effectively _____

- Seek institutional changes, e.g., change in policy, establish programs for employee assistance, etc. _____

- Seek out others for advice who experienced failure or success in the area of concern _____

- Make sure your boss understands your job and your pressures _____

- Improve communications i.e., spouse, boss others, etc. _____

- Learn new skills, i.e., listening, assertiveness, speaking, etc. _____ _____

- Exert appropriate leadership _____

- Seek professional help:
  - Clergy _____
  - Physician _____
  - Therapist _____

- Reinterpret the meaning of the situation _____

Friedman and Rosenman: Type A Behavior and Your Heart

Friedman and Rosenman conceptualized the dominant personality types; A and B from observations, questionnaires, and personal interviews. Clues in the area of personality type emerged after observing tense patients sit on the edge of their seats coupled with results from a dietary study indicating that individuals with identical diets failed to have heart attacks. Heart attacks were subsequently viewed as being precipitated by the "hurry sickness" which is characterized in Type A Behavior. The most salient characteristics of this type follow:

> "Type A Behavior pattern is an action-emotion complex that can be observed in any person who is aggressively involved in a chronic struggle to achieve more and more in less and less time, and if required to do so, against the opposing efforts of other things or persons. It is not psychosis or a complex of worries or fear of phobias or obsessions, but a socially acceptable -- indeed often praise -- form of conflict." (Friedman, 1975)

Type A Behavior Pattern

Rate each item as it pertains to your behavior. A rating of 0 is never; 1 is sometimes, 2 is usually; and 3 is always.

		Rating
1.	Habit of:	
	- accentuating key words in ordinary speech	____
	- uttering last few words in sentence rapidly	____
2.	Always moving, walking, and eating rapidly	____
3.	Feel an impatience at rate which most events take place, i.e., saying uh huh, uh huh, or yes, yes to someone talking, etc.	____
4.	Indulging in polyphasic thought or performance; striving to think of two or more things simultaneously	____
5.	Changing the conversation to your interest and not listening when your efforts fail	____
6.	Feeling guilty when you relax	____
7.	Failure to observe more important, interesting or lovely objects you encounter in your milieu	____
8.	Preoccupation with getting things worth having to detriment of becoming what is worth being	____

9. Attempt to schedule more and more in less and less time _____

10. Feeling compelled to challenge another Type A _____

11. Resort to characteristic gestures or nervous tics, e.g., grinding teeth, clenching fist, etc. _____

12. Belief that success is attributed to speed and afraid to stop doing things faster and faster _____

13. Increasingly committed to translating and evaluating not only your own but also others' activities to "numbers" _____

14. Free floating hostility _____

According to Friedman and Rosenman the resultant tension coupled with excessive dietary and cholesterol factors interact with genetic predisposition to facilitate cardiovascular disorders.

The successful Type B personality unlike the Type A personality is "centered" appropriately with feelings of personal competence and functions within the limitation of her/his weaknesses; tends to strive for things worth being and having, and moves with time at a complimentary pace.

The Type B Personality

Rate each item as it pertains to your behavior. A rating of 0 is never; 1 is sometimes, 2 is usually; and 3 is always.

1. Completely free of type A habits _____

2. You never suffer from a sense of time urgency with accompanying impatience _____

3. Do not feel the need to display achievements unless situation demands it _____

4. Play to acquire fun or relaxation.

5. Can relax without guilt _____

6. Can work without agitation _____

The Type B personality mode of behavior is more self-fulfilling because it emphasizes personal satisfaction rather than win/lose competition. Whereas, follow-up neurophysiological studies (Freidman & Rosenman) suggest that personality Type A may cause abnormalities, e.g., high blood fat and hormones.

While these global personality types need more operationalizing and rigorous studies, the factors identified are of sufficient strength to be identified as areas where life-style changes are necessary.

Perception Checking

On the scale from one to ten, indicate where your present job and family fall relative to disliked and ideal characteristics.

JOB

Generate a list of adjectives which describe the characteristics of the job you dislike most and a list for your ideal job.

Disliked Characteristics		Ideal Characteristics
1.	_____	1.
2.		2.
3.	1 2 3 4 5 6 7 8 9 10	3.
4.		4.
5.		5.
6.		6.

FAMILY

Generate a list of adjectives which describe the characteristics of the family you dislike most and a list for your ideal family.

Disliked Characteristics		Ideal Characteristics
1.	_____	1.
2.		2.
3.	1 2 3 4 5 6 7 8 9 10	3.
4.		4.
5.		5.
6.		6.

Examine your rating without thinking of a total score. Look to see if a negative or positive pattern exist. Indicate your conclusions below:

Positive Patterns:

_____

_____

_____

Negative Patterns:

_____

_____

_____

SUMMARY

Up to this point, I have provided you with experiences which would enable you to analyze your own behavior, requested that you internalize aspects which seemed to be appropriate and consider this process for follow-up after the seminar is over.

Each experience is designed to have a cumulative effect in demonstrating that stress management can be mastered through mental approaches.

The section which follows will provide you with some simple mental and physical activities which you can apply almost any place or time.

The final section is the development of a behavioral contract which you are expected to complete and implement. This will ensure that the seminar experience is transferred into your "real life."

DEMONSTRATIONS

This section of the seminar will focus primarily on assisting the participant to gain greater self-control through guided practice in the following areas:

- Creative Visualization
- Deep Muscle Relaxation
- Thought Stopping
- Deep Breathing

NOTE: Presenter demonstrates each activity to participants prior to their participation.

ORGANIZING FOR ACTION

Up to this point, you have participated in a seminar designed to focus your attention upon how erroneous interpretation and subsequent behaviors interact to produce stress. Your consciousness regarding what you do to yourself has been raised, suggestions for analysis and change have been explored. Now, it is time for you to determine what type of follow-up plan you will implement.

Complete the behavioral contract below to insure that your commitment to change is actually implemented.

The most important things to remember about changing your behavior are:

- Visualize the change you desire actually occurring
- Generate the vision regularly
- Develop faith in your vision
- Establish a support group to assist you
- Be specific about what you want to accomplish
- Punish and reward yourself for appropriate behavior
- Be consistent

NOTE: The presenter should review important points and allow each participant to share in a few words what type of impact the session had on her/him.

BEHAVIORAL CONTRACT

I, _____(Name)_____, enter into this agreement with myself on _____(Date)_____. I have solicited the support of _____(Confidant)_____ She/he will serve as my personal confidant and provide me with supportive feedback regarding my performance at regular scheduled intervals.

It is now ___(Date)___, and I have successfully completed:

State specific goal, e.g., lost 10 pounds, etc.

_____

_____

My activity plan to accomplish my goal follows: (examples)

- Fifteen hundred daily caloric intake under direction of my physician
- Walk at least 2 miles daily - 45 minutes
- Meditating 15 minutes twice daily - a.m./p.m.

_____

_____

_____

_____

Each time I fail to complete an activity, I will donate $10 to an organization whose views I unalterably oppose.

If I meet my weekly activity I will treat myself, e.g., cannot exceed $25.

_____ _____

Supporter's Signature Client's Signature

_____ _____

Date Date

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